DOCUMENT RESUME

ED 186 863 CS 005 446

TITLE	Learning to Read through the Arts.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	80
NOTE	17p.
AVAILABLE FROM	Title I Children's Program, Learning to Read Through the Arts, P.S. 9, 100 West 84th St., New York, NY 10024 (free of charge while supply lasts)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Aesthetic Education; *Art Education; Compensatory Education; *Cultural Education; Cultural Enrichment; Elementary Education; Fine Arts; *Humanities Instruction; Program Descriptions; *Reading Instruction; *Remedial Programs; *Remedial Reading; Validated Programs
IDENTIFIERS	Elementary Secondary Education Act Title I; *Learning to Read through the Arts Program; National Diffusion Network Programs

ABSTRACT

A widely replicated Title I reading-through-the-arts experiential program designed to provide remedial instruction in reading and to promote increased interest in reading and other academic areas is described in this report. Following an overview of the program and a statement of its philosophy, the report provides information about the various components of the program, including staff, reading oriented arts workshops, reading workshops, teacher made materials, field trips and special events, exhibitions of student work, performing arts and film festivals that feature student work, parents' workshops, preservice training for teachers and training materials used, and evaluation procedures and results. Information is also provided concerning replication of the program, dissemination services, and the cultural institutions that assisted in the program. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186863

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TITLE I CHILDREN'S PROGRAM:
LEARNING TO READ THROUGH THE ARTS
THE BOARD OF EDUCATION OF THE CITY OF NEW YORK
DEVELOPER/DEMONSTRATOR PROJECT,
NATIONAL DIFFUSION NETWORK
UNITED STATES OFFICE OF EDUCATION

LEARNING TO READ THROUGH THE ARTS

BERNADETTE C. O'BRIEN
PROJECT DIRECTOR

Division of Curriculum and Instruction
Office of Special Projects
1980

CS005446

THE BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

Honorable:
Joseph G. Barkan

Dr. Amelia Ashe
Dr. Robert J. Christen
Miguel O. Martinez

James F. Regan
Marjorie A. Lewis
Dr. Irene Impellizzeri

Dr. Frank J. Macchiarola, Chancellor
Charlotte Frank, Executive Director (Acting)
Division of Curriculum and Instruction
Lawrence F. Larkin, Director (Acting)
Office of Special Projects
Bernadette C. O'Brien, Project Director
Title I Children's Program:
Learning to Read Through the Arts

About the Project Director. . .

Bernadette C. O'Brien is the Citywide Coordinator and Project Director of the Title I Children's Program: Learning to Read Through the Arts. This Board of Education of the City of New York program is a Developer/Demonstrator Project of the National Diffusion Network, United States Office of Education.

Ms. O'Brien holds an M.A. degree in Reading Specialization and another M.A. in Visual Arts. She has doctoral credits in Administration and Supervision and is certified as a School Administrator and Supervisor.

Ms. O'Brien is the originator of the Learning to Read Through the Arts methodology. She has directed the Developer/Demonstrator program since its inception in 1971.

She disseminates information about the program on a national, state and local level. In this capacity, she presents awareness conferences and in-service training sessions throughout the United States.

This program is a state and nationally validated Developer/ Demonstrator Project available for adoption under the auspices of United States Office of Education's National Diffusion Network.

April 16, 1975

I would like to take this opportunity to congratulate you and your staff for having been selected as one of the twelve outstanding validated reading programs in the United States. . .

Ruth Love Holloway

Ruth Love Holloway
Director
Right to Read Effort

February 20, 1979

. . .Because of your project's attainment, it has been selected for dissemination through the National Diffusion Network . . .you should be proud of your project's exemplary status in American education.

Ernest L. Boyer
U.S. Commissioner of Education

April 28, 1976

The United States Office of Education, Joint Dissemination Review Panel has designated 33 Title I developed projects as exemplary programs worthy of nationwide dissemination. . .your district's project is among those selected. We would like to. . .honor your outstanding accomplishment.

Robert R. Wheeler
Deputy Commissioner
for School Systems

TABLE OF CONTENTS

OVERVIEW 7
PHILOSOPHY 8
ESSENTIAL COMPONENTS 9
- STAFF 9
- READING-ORIENTED ARTS WORKSHOPS 10
- READING WORKSHOPS 11
- TEACHER-MADE MATERIALS 11
- FIELD TRIPS AND SPECIAL EVENTS 11
- EXHIBITION 11
- PERFORMING ARTS AND FILM FESTIVAL 12
- PARENTS' WORKSHOPS 12
- PRE-SERVICE TRAINING 12
- PRE-SERVICE TRAINING MATERIALS 13
- EVALUATION 14

REPLICATION 15
COST OF REPLICATION 15
DISSEMINATION SERVICES 16
CULTURAL INSTITUTIONS 16

OVERVIEW

The Title I Children's Program: Learning to Read Through the Arts, The Board of Education of the City of New York, Developer/Demonstrator Project, National Diffusion Network, United States Office of Education is an individualized reading program designed to improve reading skills through the integration of a total art program with a total reading program. This experiential program was founded as a remedial reading program for children who need to improve their reading skills.

The program has since been adopted in urban and rural school systems, not only as a remedial reading program but as a developmental or enrichment reading program as well. This year, the program has also been designed to service special education children at the Developer/Demonstrator sites.

Since its inception in 1971, the program has served several thousand children, providing a stimulating and meaningful learning experience. The program is designed not only to improve reading skills, but also to promote increased interest in reading and other academic curriculum areas.

Artist teachers, reading teachers and classroom teachers work as a team to improve reading and reading skills through the student's involvement and interest in the arts. Listening, speaking, reading and writing techniques are stressed in the reading-oriented arts workshops. An individualized, diagnostic, prescriptive approach to reading is stressed in the reading workshops.

In the spring of 1978, the program expanded and opened sites in the five boroughs of Manhattan, Staten Island, Queens, Brooklyn and the Bronx, in New York City. In the fall of 1979, a second site was opened in Brooklyn, making a total of six sites in New York City. A special education component of the program was also established to service children in four boroughs, at our Manhattan, Queens, Brooklyn and the Bronx sites. The program received national recognition when the American Institute of Research for the National Right to Read Effort chose it as one of the twelve exemplary reading programs in the United States. Several states have adopted or utilized many aspects of the program for their school system, including Arkansas, California, New Jersey, New York and Wyoming. Recent adoptions are in Minnesota, North Carolina, Rhode Island and Tennessee. The program is nationally validated by the Joint Dissemination Review Panel of the United States Office of Education, and selected by the Department of Health, Education and Welfare as one of thirty-three exemplary Title I Programs in the nation. It is also a state validated program. The Title I Children's Program is a Developer/ Demonstrator Project of the United States Office of Education, National Diffusion Network.

PHILOSOPHY

How children learn and how they learn most effectively has often been a subject of debate. The learning process involves many areas of study—reading, writing and mathematics, to name but a few. Reading involves subject matter, be it science, humanities, or any of the innumerable topics one might choose from. The Learning to Read Through the Arts Program employs the arts as a core for learning. The process involves reading for information, interest, pleasure and/or appreciation.

Several learning styles are offered to the child in the program as a means of learning. Through planned lessons, the children move back and forth between concrete (non-verbal) and abstract (verbal) types of experiences. Through the various activities of listening, speaking, reading and writing in both the reading-oriented arts and reading workshops, specific skills are reinforced, and the child is able to transfer knowledge from one area to another.

The program addresses itself to students who are at an age when their ideas about art are not yet wholly formed and they are most receptive to creative inspiration. When given encouragement and the opportunity, most young people can and will express themselves creatively. The students are involved in learning with all their senses and develop an awareness of their physical and mental capacities. The success and sense of achievement gained from completing a work of art usually gives the student confidence which can then be transferred and applied to other areas of learning. Successful achievements in reading reinforce those in the arts and vice versa. If a student is able to read material and apply the information to some practical purpose (e.g., painting a picture), he or she has a better chance of recalling what has been read. The mastery of arts and reading skills provides incentive for the student to move on to new achievements.

ESSENTIAL COMPONENTS

—STAFF
- Artist Teacher
- Reading Teacher
- Classroom Teacher
- Guidance Counselor or Social Worker (optional)

—READING-ORIENTED ARTS WORKSHOPS
—FIELD TRIPS AND/OR SPECIAL EVENTS
—READING WORKSHOPS
—LEARNING TO READ THROUGH THE ARTS EXHIBITION
—PERFORMING ARTS AND FILM FESTIVAL (IF APPROPRIATE)
—PARENTS' WORKSHOPS
—PRE-SERVICE TRAINING FROM DEVELOPER/ DEMONSTRATOR PROJECT
—IN-SERVICE TRAINING AT ADOPTION SITE (ONGOING)
—TEACHER-MADE MATERIALS
—EVALUATION

STAFF

ARTIST TEACHERS
READING TEACHERS
CLASSROOM TEACHERS
GUIDANCE COUNSELOR OR SOCIAL WORKER (OPTIONAL)

Trained in the Learning to Read Through the Arts methodology, qualified artists/ artist teachers and reading teachers work together with the classroom teachers using an integrated and unified approach to teaching. A guidance counselor or social worker may be included as part of the team to provide additional input and assistance in working with the staff, students and parents.

READING-ORIENTED ARTS WORKSHOPS

The artist teachers use a listening, speaking, reading and writing technique in the Reading-Oriented Arts Workshops through the Learning to Read Through the Arts language experience approach to reading. While working on a specific art project, the student listens to instruction, verbalizes about the experience and records information, directions and creative writing in master and individual journals. Reading proficiency is developed through the student's need for literal comprehension, following directions, drawing inferences, thinking sequentially, making critical judgements and using specific vocabulary in reading and writing in order to create and complete the art project.

The child learns through the essential learning process of moving from the concrete (non-verbal) experience to the abstract (verbal) experience. Children use reading skills creatively in writing movie scripts and poetry, reading dramatic skits and writing stories to accompany paintings and other artworks.

The Reading-Oriented Arts Workshops may include such areas as Dance, Music, Theater, Filmmaking, Photography, Puppetry, Drawing, Painting, Sculpture, Mixed Media, Printmaking, World Crafts and Multi-Activities.

READING WORKSHOPS

The reading teachers use an individualized, prescriptive, remedial, developmental or enrichment approach. Reading weaknesses are diagnosed through the Wisconsin Design Tests of Reading Skill Development, the California Achievement Test in Reading and informal diagnostic testing by the teachers. The reading workshop focuses on vocabulary and reading skills including comprehension, study and speed skills. A multi-media library reading period in which children select books on the arts to read for interest, appreciation and information is also a part of the reading workshop. During this period, students may also use filmstrips, records and games in reading-related activities. Children work with the teachers individually or in groups to improve the particular skills they need to strengthen.

TEACHER-MADE MATERIALS

Since the program uses an experiential approach to learning, most materials are teacher-made. The content of the reading relates to and depends upon the ongoing art projects, rather than a prepared reading text. Student research and creative writing is also encouraged.

FIELD TRIPS AND SPECIAL EVENTS

The resources of museums, cultural institutions, educational resource centers and libraries are utilized in the communities where the program site is located. Special programs which relate to the content of the reading-oriented arts and reading workshops are arranged for the students on field trip days. Special events and/or performances are also brought to the program.

LEARNING TO READ THROUGH THE ARTS EXHIBITION

A high point of the program, the Exhibition provides the students in the visual arts workshops with the opportunity to display their own works.

PERFORMING ARTS AND FILM FESTIVAL

If the adopter site uses performing arts workshops in its program, this festival is given so that the students in the performing arts and film workshops may present what they have learned and created to an audience. Both the Exhibition and the Performing Arts and Film Festival usually take place once or twice during the program year.

PARENTS' WORKSHOPS

An important part of the program is the parents' workshops, which enable the parents to understand the program, how children learn, and have the opportunity to discuss family living. Parents may also serve as workshop or field trip assistants and/or become members of the program's Parents Advisory Board.

PRE-SERVICE TRAINING FROM DEVELOPER/DEMONSTRATOR PROJECT

Pre-service training (at least 12 hours) is necessary for both the art and reading specialists, classroom teachers, and other staff prior to implementing the program. This is provided by the Developer/Demonstrator Project at the adoption site (or at the Developer/Demonstrator site if so requested). Lectures, demonstrations, slides and hands-on workshops provide the staff with the information and understanding necessary for implementation. Each participant would receive a 1) **Staff Training Handbook,** 2) **Curriculum Guide-Reading-Oriented Arts Workshops Lessons,** 3) **Curriculum Guide-Reading Workshop-Directed Reading Lessons,** and 4) **Reading-Oriented Arts Workshop Course of Study.**

PRE-SERVICE TRAINING MATERIALS FOR ADOPTION SITE STAFF TRAINING HANDBOOK

- — Sample Reading-Oriented Arts Workshop Courses of Study.
- — Reading-Oriented Arts Workshop lesson plan outline.
- — Demonstration Reading-Oriented Arts Workshop lesson plans.
- — Demonstration Integrated Field Trip lesson.
- — Diagnostic Student Profiles coordinated with California Achievement Test (Reading) and Wisconsin Design.
- — Directed Reading lesson plan outline.
- — Demonstration Reading Workshop lesson plans.
- — Demonstration Library and Study Skill lessons.
- — Management materials for implementing criterion reference programs.
- — Specialized Vocabulary lists.
- — Vocabulary — Norm-reference words list.
- — Informational material to implement a multi-media library.
- — Learning Center Design for the Reading-Oriented Arts Workshop and Reading Workshop.
- — Learning to Read Through the Arts Language Experience Instructional Material.
- — Bibliography of children's books on the arts.
- — Teacher's Reference bibliography.
- — Parents Workshop agendas.
- — Content for in-service training at adoption site.
- — Procedures for implementing an Exhibition and Performing Arts and Film Festival.
- — Sample Evaluation Designs.

CURRICULUM GUIDE-READING-ORIENTED ARTS WORKSHOPS LESSON

This guide consists of lesson plans from the visual, film and performing reading-oriented arts workshops.

CURRICULUM GUIDE-READING WORKSHOP-DIRECTED READING LESSONS

These directed reading lessons are coordinated with the reading skills of levels A,B,C,D and E of the Wisconsin Design Tests of Reading Skill Development.

READING-ORIENTED ARTS WORKSHOPS COURSES OF STUDY

The courses of study outline the objectives, project activities and evaluation procedures for the program year's visual, film and performing reading-oriented arts workshops.

EVALUATION
EVALUATION RESULTS 1976-1979

The evaluation results of past programs indicate that the Title I Children's Program: Learning to Read Through the Arts, The Board of Education of the City of New York has been effective in improving the reading skill of students in the program.

The 1978-1979 results of the California Achievement Test (Reading) reflect a positive Treatment Effect of 18.41 Normal Curve Equivalency (NCE) for students in the program. Any Treatment Effect greater than zero is considered evidence that students have benefited from their participation in a program.

The NCE score distribution by quartile reflects a dramatic shift in NCE scores for students in the program, especially those whose pre-test NCE scores were in the lowest quartile. Forty-seven percent (47%) of the students entering the program had NCE scores between 1 and 25 on the pre-test. On the post-test, only 6% of the students had NCE scores between 1 and 25.

In 1978-1979, the Wisconsin Design Tests of Reading Skill Development were also administered to students. Analysis of the data indicates that during the 28-week program, 82% of the students mastered 5 or more skills not previously mastered and that 78% of the students mastered 6 or more skills not previously mastered.

In 1977-1978, the Wisconsin Design Tests of Reading Skill Development were used to assess student performance. During the 16-week program, 70% of the students mastered over 3 skills which they had not mastered prior to their participation in the program.

In 1976-1977, the California Achievement Test (Reading) was administered to program students. Students in all three grades, 4th 5th and 6th, showed gain scores that were statistically significant at better than the .01 level of significance. Over the adjusted 4-month treatment interval, the gain in grade equivalents for 4th graders was 4.5 months, for 5th graders was 1.0 school year and for 6th graders was 1.1 school year.

At the time of National Validation, the 1972-1973 Evaluation Report presented findings that after participating in the 6-month program, Level 2 students improved 1.78 school years (based on a 10-month school year) and Level 3 students improved 8.4 months (based on a 10-month school year) on the California Achievement Test in Reading.

During each of the last three years, the performance of students in Title I Children's Program: Learning to Read Through the Arts has surpassed the criterion of success set for the program.

The sizeable increases in mean NCE score at each grade level and for the entire program demonstrate the effectiveness of the Title I Children's Program: Learning to Read Through the Arts in improving the reading skills of students in the program.

Evaluation reports of the Developer/ Demonstrator site are available upon request.

EVALUATION DESIGNS

Evaluation services are provided by the Developer/ Demonstrator site. Each adoption program is evaluated at the end of the program year using data collected at the adoption site throughout the year and the students pre and post test results.

Evaluation designs for the major objectives of the program are available to the adoption site from the Developer/ Demonstrator project. The evaluation designs will basically consist of the following materials:

- Administration of Pre and Post Tests such as the California Achievement Test (Reading) and the Wisconsin Design Tests of Reading Skills Development
- Parent, Child and Staff Surveys
- Interviews
- Growth Studies
- On-Site Observational Reports

REPLICATION

Procedures for implementing the program:

Identification of target population
Identification of community resources
Selection of essential staff
Participation in a 2-day pre-service training session
Agreement to adopt the essential components of the program

COST OF REPLICATION

Limited funding is available through the Developer/ Demonstrator Project with which to provide pre-service training, and the **Staff Training Handbook, Curriculum Guide-Reading-Oriented Arts Workshops Lessons, Curriculum Guide-Reading Workshops-Directed Reading Lessons,** and **Reading-Oriented Arts Workshops Courses of Study** for the participating teachers at the adoption site. Individual funding arrangements are made between the adoption site and the Developer/ Demonstrator. The cost of implementing the program is approximately $343.00 per each yearly workshop consisting of twenty-five students.

DISSEMINATION SERVICES

The Title I Children's Program: Learning to Read Through the Arts, The Board of Education of the City of New York, Developer/Demonstrator Project, National Diffusion Network, United States Office of Education is the only Learning to Read Through the Arts Program in New York City that is a state and nationally validated Developer/Demonstrator Project.

This exemplary program has been adopted (replicated) in various states throughout the United States. A sample of the geographical spread of adopter sites includes: Arkansas, California, Minnesota, New Jersey, New York, North Carolina, Rhode Island, Tennessee and Wyoming.

The program is available for adoption (replication) in schools, districts, and school systems under the United States Office of Education National Diffusion Network.

CULTURAL INSTITUTIONS

Interaction between the program and cultural institutions is an important aspect of the program. Special programs complementing the content of the Reading-Oriented Arts Workshops and the Reading Workshops are provided by cultural institutions for the students on field trip and special event days. The Title I Children's Program: Learning to Read Through the Arts is associated with the following institutions in New York City:

Staten Island Children's Museum
The Bronx Museum of the Arts
The Queens Museum
New York Aquarium
The Brooklyn Museum
Ballet Hispanico of New York

Arrangements may be made to visit the Developer/ Demonstrator site in New York City to observe the program in operation.

If you are interested in receiving more information about the program or becoming an adoption site (replicator) of the program in your school system, please contact:

Bernadette C. O'Brien, Project Director
Title I Children's Program: Learning to
Read Through the Arts, The Board of Education
of the City of New York

Division of Curriculum and Instruction
Office of Special Projects
131 Livingston Street Room 321
Brooklyn, New York 11201

or

P.S. 9
100 West 84th Street
New York, New York 10024
Telephone: (212) 787-0470
(212) 787-7582

The program was selected by the American Institute for Research for the Right to Read Effort as one of twelve exemplary reading programs in the United States and has been validated by the Joint Dissemination Review Panel within the Department of Health, Education and Welfare.